

# Danbury Park Community Primary School



## Curriculum Policy

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*Be wise, be happy, belong*



# Danbury Park Community Primary School Curriculum Policy

## 1. Rationale

- 1.1. At Danbury Park Community Primary School we believe that pupils should have access to a broad and balanced curriculum, which provides them with a rounded education covering knowledge, skills and understanding in a wide range of areas.
- 1.2. In producing this policy document, the need of all pupils, parents and the school have been considered. It has been written to inform all interested parties of the school's policy for the organisation and delivery of the curriculum. It also serves to underline our values, roles and responsibilities, and to assist us in decision making about curriculum matters.

## 2. Vision and Aims

### 2.1. School Vision

At Danbury Park Community Primary School, we all share a common vision for every child. We want to enable every child to become:

- |   |                 |
|---|-----------------|
| 🦉 Curious, self-motivated, independent and resilient learners | <b>Be wise</b>  |
| 🦉 Aspirational, confident and happy individuals               | <b>Be happy</b> |
| 🦉 Honest, respectful and responsible members of our community | <b>Belong</b>   |

### 2.2. School Aims

We endeavour to:

- 🦉 Provide each pupil with the best possible education, to the highest standards in all areas, tailored to their individual needs.
- 🦉 Create a welcoming environment where children are accepting of others, develop positive relationships and see the school as part of an expanding, wider community, and ultimately, a bigger world in which they can play a part.
- 🦉 Provide every child with the opportunity to gain recognised achievement, celebrating their successes, however small and in whatever area.
- 🦉 Be an open, friendly and accessible school in which each individual has equal value.

### 2.3. Our Code

At our school everyone tries to:

- 🦉 Ask questions, solve problems and keep trying, not being afraid to fail;
- 🦉 Take pride in their work and the work of others;
- 🦉 Be polite and well mannered, respecting the views and feelings of others;
- 🦉 Look after our property and that of others, the school and its grounds;
- 🦉 Contribute to our community, playing an active and positive part in school life;
- 🦉 Do their best.

Our code has been agreed by the children and adults at the school and we expect everyone to uphold it.



### 3. Principles

3.1. The principles that underpin the curriculum are stated below.

**Principle 1: Access and entitlement**

Every Learner is entitled to benefit from a curriculum and a range of learning experiences of the highest possible standard, which take account of unequal starting points and which are provided irrespective of gender, ethnic background, age, faith or disability.

**Principle 2: Curricular Management**

Learners benefit from a curriculum that is rigorously planned in the long, medium and short term, to ensure breadth, depth and relevance and to enable progression and continuity.

**Principle 3: Quality learning**

Learners progress towards and realise their potential when they participate in a curriculum which is challenging, inspiring, supportive and meets the needs of all those who learn.

**Principle 4: Quality Achievement**

Learners celebrate their achievements whilst looking ahead to achieve future goals. They use their new knowledge responsibly, adopting meaningful roles in the present while preparing for a meaningful and purposeful life in the future.

### 4. Entitlement

4.1. All children matter and are given every opportunity to achieve their best. We achieve this by planning activities, which will meet the needs of all genders, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, different ethnic and faith groups and diverse linguistic backgrounds.

4.2. All activities are planned and differentiated in such a way as to encourage full and active participation by all pupils.

### 5. Curriculum Design and Structure

5.1. The curriculum at Danbury Park Community School is drawn from the National Curriculum, the Early Years Foundation Stage Framework and the locally agreed syllabus for RE.

5.2. Whilst we endeavour to teach through a themed, creative approach linking areas of learning, where this is not possible or links are tenuous, subject specific lessons take place.

5.3. Our curriculum is planned at three levels:

- Long term planning - a two year rolling programme of themed work for the classes in Early Years Foundation Stage & Key Stage 1 and a one-year programme for classes in Key Stage 2;
- Medium term planning - demonstrating more detailed curriculum planning, teaching sequences and showing when and how each subject area will be taught over a period of several weeks;



- Short term planning - planning on a weekly basis based upon the medium-term plan, specifying learning objectives, differentiated activities and assessment opportunities. This is developed through to teachers' personal daily planning.

5.4. There is a school timetable for PE (including use of the hall) and the use of the ICT suite and computers, and for Music and French, which are taught by specialist teachers to cover part of teachers' planning, preparation and assessment time.

## 6. Curriculum responsibility

6.1. The responsibilities for curriculum management and policy review are:

Overall Curriculum Management Overview of subject policies and schemes of work	Headteacher Subject Leaders
Long-term planning	All teachers
Medium term planning	Class teachers
Short term planning	Class teachers
Extra-curricular activities	Headteacher

6.2. It is the responsibility of all staff to ensure that this policy is reflected in practice.

## 7. Curriculum monitoring

7.1. Each subject and aspect of the curriculum is monitored throughout the year by subject leaders working with the senior leadership team so that evidence can be evaluated to enable curriculum improvement to take place.

7.2. Where it is identified that standards within a subject need to be improved, the senior leadership team supports the subject leader in developing and implementing an action plan which forms part of the school's improvement plan.